DOCUMENT RESUME

ED 189 591 CS 005 577

TITLE Program of Studies: Reading, K-8.
INSTITUTION Montgomery County Public Schools, Rockville, Md. Dept. of Instructional Planning and Development.
PUB DATE 79
NOTE 29p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Behavioral Objectives: *Competency Based Education: Curriculum Guides: *Educational Objectives: Elementary Education: *Reading Programs: *Reading Skills

ABSTRACT

This booklet contains a description of the Montgomery County (Maryland) public school system's reading program for kindergarten through the eighth grade. Included in the booklet are a statement about the goals of education, general information about education requirements set forth by the Maryland State Board of Education, and lists of reading objectives and competencies and skills to be taught in the school reading programs. The bulk of the booklet is a grade-by-grade delineation of reading scope and sequence in Montgomery County Public Schools. (RL)

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PROGRAM OF STUDIES

READING, K-8

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Montgomery County Public Schools
Rockville, Maryland

Spring 1979 2

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The Goals of Education

Adopted by the Board of Education — February 12, 1973

The goals of education for the Montgomery County Public Schools are set forth in this statement of public policy to guide the school system in developing, implementing, and improving educational programs for its students. This statement outlines those goals considered by the citizens of the county as most important for the education of their children in public schools and for which the citizens will hold the school system responsible and accountable.

The school system has the primary responsibility for some of these goals. For others, it shares that responsibility with the home and other community institutions.

The extent to which these goals can be realized will depend upon the endorsement by and continuing commitment of the school system staff, students, parents, and the community. With broad endorsement and wide support, the Montgomery County Public Schools will continue its development to serve its students and community in the most effective way possible.

Education is a process that encompasses the total experiences of each individual throughout a lifetime of formal and informal learning. The school program, as a keystone in this process, should provide opportunities and encouragement for students to acquire knowledge, to explore ideas, to ask questions, and to seek answers that will lead to sound and useful conclusions.

The probability of success motivates students to learn. Each school must create a program and maintain a climate in which every student has opportunities for success. Each individual is unique, and the school shall encourage that uniqueness. The school should help the student understand his [/her] values and the values of others.

The school program, while developing the skills of learning, should be based on the study of broad human concerns, flexible enough to deal with changing concerns and at the same time related to the needs, interests, and concerns of each student. The program should offer opportunities for decision-making. It should help the student develop the capacity to learn throughout his [/her] lifetime, to respond to and understand other human beings, and to accept full responsibility for the results of his [/her] actions.

Therefore, the Montgomery County Public Schools dedicates itself to provide the opportunity, encouragement, and guidance to make it possible for every child to attain the following goals of education:

ACADEMIC SKILLS

The fundamental responsibility of the school is to develop programs that enable each child to acquire those skills basic to all learning. The achievement of all other goals depends upon the success of the school in ensuring that each student, according to his [/her] own abilities, attain the following basic skills:

- **Reading:** The ability to read and comprehend written material and relate it to other knowledge
- **Composition:** The ability to write with precision, clarity, and acceptable usage, whether to inform, inspire, or persuade
- **Listening and Speaking:** The ability to listen attentively and with understanding and to speak with confidence and effectiveness, whether from written material or extemporaneously
- **Mathematics:** The ability to perform computations, to solve common problems of mathematics and logic, and to understand the structure of mathematics so it can be a useful tool in daily living
- **Study:** The development of basic study skills so that he [/she] may acquire knowledge efficiently
- **The Arts:** The development of some of the basic disciplines and skills in the performing and creative arts to be used throughout his [/her] life for communication, expression, and enjoyment
- **Observation:** The ability to identify and differentiate elements of the world around him [/her] as they are useful in personal, academic, and artistic pursuits

PHYSICAL DEVELOPMENT

Each person matures physically at a different rate and possesses differing capabilities. The school has the obligation to help each student:

- understand the biological functioning of his [/her] body
- make the best both of physical talents and limitations
- develop good health habits, skills, and interests to maintain his [/her] body in optimum condition throughout his [/her] lifetime

INTELLECTUAL DEVELOPMENT

In addition to acquiring academic skills, each individual should develop his [/her] intellectual capabilities to the fullest extent possible. Therefore, the school will encourage each pupil:

- to think creatively
- to reason logically
- to apply knowledge usefully
- to deal with abstract concepts
- to solve problems

THE INDIVIDUAL AND SOCIETY

Every person must learn to live in a society. The school must help each student develop an understanding of [people] and of how the individual depends upon others and they on him [/her]. This requires that each student gain:

- knowledge of himself [/herself] and the characteristics, needs, and desires he [/she] shares with others
- sensitivity to others and their ideas, and the ability to act responsibly in various situations
- the ability to function productively as a member of a group
- familiarity with the legal, moral, ethical, and cultural heritages of his [/her] and other societies
- knowledge of the various political systems and philosophies of the world

SCIENTIFIC UNDERSTANDING

[We] must exist in the natural world. The school must help each student understand nature's impact on [us] and [our] impact on nature. This requires that each student gain:

- knowledge of natural phenomena and their effect on [people]
- understanding of scientific advances and their part in modern technology
- understanding of the scientific method
- appreciation of the ways in which the application of scientific principles can improve the quality of life while preserving the natural order

AESTHETIC EXPRESSION

[We], to realize [our] full potential, must be able to sense and appreciate beauty in the world around [us], whether created by nature or by [people]. The school must help each student gain:

- knowledge of the nature of the creative performing arts
- experience with a wide variety of art forms
- a perspective for developing his [/her] own aesthetic criteria and tastes
- understanding of the contribution of the arts to human communication

CAREER DEVELOPMENT

Productive and satisfying work enriches [our lives]; and with increasing leisure time, many people will use various occupational skills for avocational purposes as well. The school must help each student gain:

- knowledge and appreciation of the wide variety and interrelationships of occupations in modern society
- opportunities to explore potential occupations in relation to personal aptitudes and interests, unrestricted by stereotypes of sex, race, or socio-economic level
- the knowledge, skills, and abilities that enable him [/her] to secure satisfying employment, embark upon further training and education in a chosen career field, and adapt occupational talents to changing job demands and opportunities

COMMITMENTS

The Board of Education and the staff of the Montgomery County Public Schools must create and maintain an educational environment that promotes the attainment of these goals by all students. Toward this end, therefore, the public schools make the following commitments to the citizens of Montgomery County:

- *To attract and retain the most qualified and best trained staff possible through dynamic programs of recruitment, supervision, and continuing in-service training and staff development opportunities*
- *To develop and implement a comprehensive and flexible instructional program to achieve the aforementioned goals and to provide the facilities, materials, and equipment needed to enhance the effectiveness of the program*
- *To evaluate the effectiveness of the instructional program continuously, and regularly report the findings to students, parents, staff, and the community*
- *To adopt new and different approaches when it is determined that they will contribute more effectively to the fulfillment of the goals*
- *To encourage a continuing dialogue with the entire community, making every effort to communicate needs and achievements, and to be responsive to the needs and aspirations of the school community*
- *To utilize facilities and staff, in cooperation with other agencies, in the development of preschool, community school, and adult education programs that will meet the continuing educational needs of all citizens*
- *To provide an accountability procedure for informing county citizens of the objectives and costs of their school system and of reporting periodically on the educational investments made with their tax dollars*

READING — GRADES K-8

POINT OF VIEW

In teaching, one cannot and should not separate reading from the development of the other language abilities — speaking, listening, and writing. However, for purposes of planning, organizing, developing, and evaluating instructional programs, the teaching of reading can be defined and described.

The reading program in the Montgomery County Public Schools is an integral part of the language program. Learning to use language effectively is one of the most pervasive tasks of every individual. We use language to share with others our experiences, our thoughts, and our feelings. We use language to recall the past, to reflect on the present, and to project into the future. We use language to communicate, to learn, and to imagine. Instruction in reading must be viewed in relation to all of these broad goals, and learning to read must be considered as one means to achieve these goals.

Reading instruction, eclectic in approach, takes place at all grade levels from Kindergarten through Grade 12. So vital is the development of reading proficiency to the development of general competence that teachers at all grade levels and in all subject fields bear responsibility for developing the reading-study skills proper to their respective fields.

GENERAL INFORMATION

The MCPS reading program is designed to offer appropriate alternatives to expedite teaching to the individual strengths and needs of each student. It is based on the recognition that students bring different skills, abilities, attitudes, and learning styles to the task of learning to read. Those differences are in part a reflection of the diversity in the home and community environments from which our students come. The reading program is planned to recognize, utilize, and respond to that diversity.

Research into reading instruction clearly points out the fact that there is no *best* way to teach reading. Most known methods and available materials work for some children; but none works for all children. Within the framework of a common set of reading skills, all students are provided a variety of experiences with materials, techniques, and approaches that best facilitate their learning to read.

On May 25, 1977, the Maryland State Board of Education adopted Bylaw 13.03.03.06, Minimum Reading Levels. This Bylaw requires, in part, that each local education system in the state:

- Evaluate and adjust its current scope and sequence for Grades 1-12 so as to bring them into agreement with the state scope and sequence for Grades 1-12
- Adjust instruction in all reading classes so the minimum performance levels for each grade level receive first teaching/learning priority
- Schedule systematic dates to evaluate as prescribed by MSDE, minimum performance levels for each grade level
- Determine "diagnostic procedures" for assessing the achievement of competency at each level (success level for demonstrating competency must be determined based on instrument or technique used)
- Develop a recordkeeping system so that schools may keep continuous records for reporting to the system

- Submit yearly by August 1, for MSDE approval, a plan for providing reading assistance programs

- Submit yearly by August 1 a System Reading Summary Sheet specifying:

  a) The number of students who achieved the minimum performance levels, as prescribed by MSDE, for the previous grade in which they were enrolled

  b) The number of students who did not achieve the minimum performance levels for the previous grade in which they were enrolled

  c) The number of students retained only because of the Minimum Reading Level Bylaws

  d) The number of students who are exempt because they have been identified by existing procedures as moderately, severely, and profoundly intellectually limited

In addition, the Maryland Functional Reading Test is administered in the fall of each year to students in Grade 7 and Grade 9. Those students failing to achieve the minimum competencies in Grade 7 will receive immediate remediation to help achieve the minimum competencies failed. Therefore, it is the responsibility of the principal of each school to involve the entire staff in this effort as appropriate. Although not tested by the state at earlier levels, functional reading is taught in MCPS at the elementary level, especially in Grades 5 and 6. The Iowa Test of Basic Skills, administered in the spring, is also used to assess, in part, the MCPS reading program at Grades 3, 5, 7, and 9 along with the Test of Academic Progress at Grade 11. In addition, the Stanford Achievement Test is administered at Grade 2.

In 1976, MSDE developed *Standards for Successful Reading Programs*. All schools in the state are expected to achieve these standards. As of June 1979, each school will be required to submit a report, through the area office to the central office, regarding the achievement of the 28 standards.

DESCRIPTION OF THE MCPS READING PROGRAM, K-8

The MCPS reading program is developed around a set of defined reading objectives/competencies which all youngsters are expected to acquire. Four understandings are essential to the appropriate use of the list of reading objectives/competencies:

1. It should be clear that if a student is to gain these skills systematically, he/she must be taught systematically. Leaving the development of skills to chance is both unproductive and unfair to students.

2. It should be clear that emphasis is on the student's use of each skill in reading. Performing the skill in isolation is not enough. Merely reciting the rule is most often a waste of time. The appropriate goal is for students to use the skills as they read an expanding variety of materials.

3. It should be clear that many language skills must be developed before a student can learn the defined reading skills. An understanding of the use of language — listening, speaking, and reading — must be firmly established prior to the teaching of reading skills.

4. It should be clear that students will differ in the rate, pattern, and method by which they will learn the skills of reading. The sequence in which learnings will occur can be only suggested. The age at which an individual will learn certain skills can be only approximated. How much and how fast students learn is truly an individual matter.

The MCPS reading program, developmental in its design, is consistent with the MSDE reading goals. It is predicated on the position that students need systematic teaching and specific practice in order to acquire effective and efficient reading skills. In addition, students need to learn to:

1. Evaluate messages that come to them through printed symbols
2. Learn to understand the purposes, the view point, and the biases of an author
3. Learn to weigh for themselves the meaning of what they read

Within the overall English/Language Arts aim of developing in each student a lifelong competence in using oral and written language, the reading program encompasses the following skills:

1. Recognizing written words that represent common spoken words (sight vocabulary)
2. Relating alphabetic symbols to language sounds in context of words
3. Relating left-to-right letter patterns (written words) to corresponding word pattern
4. Using structural clues to word recognition
5. Recoding words of more than one syllable
6. Decoding abbreviations and measurement symbols
7. Using context
8. Using grammatical structure (syntactic clues to derive meaning)
9. Using typographical clues to meaning (spacing, capital letters, punctuation, type variations)
10. Reading orally to convey meaning
11. Associating words with objects or ideas they represent
12. Locating and/or recalling specific information
13. Translating a communication into a different form, different language, or different level of abstraction
14. Interpreting major ideas and relationships between ideas
15. Making predictions from data
16. Applying previously learned skills or generalizations to new situations and problems
17. Analyzing organizational patterns of a communication (picture, paragraph, chapter, book, story, poem, report, or article)
18. Synthesizing into a new form of expression ideas selected from communications
19. Evaluating communications

Through the development of these skills and abilities, reading can become a vehicle for enrichment through experiential learning.

On August 22, 1977, the Board of Education adopted resolution No. 553-77, *Re: Year of Emphasis on Reading/Language Arts.* It states, in part:

> Montgomery County Public Schools shall develop an overall coordinated reading instructional program plan for all grade levels which shall serve as the guide for the local schools and area offices.

Reading Scope and Sequence

NOTE: The reading objectives/competencies which follow are organized by grade level (K-8) and are keyed to specific MSDE reading goals in accordance with the Maryland Reading Scope and Sequence. Those marked by an asterisk (*) have been designated by the MSDE as minimum competencies at the grade levels indicated; those marked by a plus (+) have been designated by MCPS as representing reasonable expectations for students at the grade levels indicated. Both should be given the highest teaching/learning priority at the respective grade level.

Kindergarten

Goal I. Utilize a variety of prereading/reading materials.

A. **Variety of materials**

+ 1. Students will select pictures and books containing pictures to locate information, describe, and discuss.

Goal II. Use a word recognition system.

A. **Concrete object, picture, idea**

+ 1. Students will identify concrete objects, pictures, and ideas by name.

B. **Context**

+ 1. Students will use correct word sequence as a clue to comprehend word meaning.
2. Students will use structure words as clues to sentence meaning.
+ 3. Students will recognize that the written word represents their own and others' spoken words.

C. **Structure**

+ 1. Students will discriminate between letters that are the same and those that are different.
2. Students will recognize that words are composed of letters.
+ 3. Students will discriminate between words that are the same and words that are different.
+ 4. Students will identify structural units as words separated by spacing in a sentence.

D. **Phonics**

1. Students will recognize that spoken words are made up of a combination of speech sounds.
+ 2. Students will match beginning sounds of words.
+ 3. Students will select rhyming words.
4. Students will recognize that speech sounds are represented by letters of the alphabet.
+ 5. Students will associate selected sounds with identified letter names.

E. **Authority**

+ 1. Students will associate the written word with objects or pictures labeled in the environment.

Goal III. Comprehend various reading materials.

A. **Comprehension**

+ 1. Students will listen to stories and answer literal, critical, and creative questions about them.
+ 2. Students will recognize their own names and those of some of their classmates.
+ 3. Students will recognize frequently used words at sight.
4. Students will use words correctly and identify their meanings.
+ 5. Students will use vocabulary of specific subject matter fields.
6. Students will translate from verbal to pictorial or diagrammatic and vice versa.
+ 7. Students will translate directions into action or a product.
+ 8. Students will translate from verbal to verbal or to kinesics (nonverbal language) and vice versa.
9. Students will translate from one level of abstraction to another.
+10. Students will identify main ideas.
+11. Students will discover relationships between ideas.

Goal IV. Meet the reading demands for functioning in society.

Goal V. Select reading as a personal activity.

A. **Personal reading**

+ 1. Students will "read" pictures and picture books.

Grade 1

Goal I. Utilize a variety of reading materials.

Goal II. Use a word recognition system.

A. **Picture**

B. **Context**

1. Students will use word order clues.
+ 2. Students will use spacing as a signal of structural units.
+ 3. Students will use capital letters as signals of sentence beginnings, proper nouns.

C. **Structure**

1. Students will recode one-syllable words with consonant-vowel-consonant/phoneme pattern.
2. Students will use structure words as clues to sentence meaning.

D. **Phonics**

+ 1. Students will recognize consonants and vowels as speech sounds that are combined to make spoken words.
+ 2. Students will identify letters that represent beginning sounds of a word.
3. Students will identify letters that represent beginning sounds of several words.

E. **Authority**

Goal III. Comprehend various reading materials.

A. **Comprehension**

+• 1. Students will answer literal, critical, and creative questions about a fiction passage with a readability level of one.
+ 2. Students will recognize familiar words in environment.
+ 3. Students will recognize frequently used words at sight.
4. Students will identify meaning of words and use them correctly.
5. Students will use vocabulary of specific subject matter fields.
+ 6. Students will translate from verbal to pictorial or diagrammatic (map, pictures) and vice versa.
+ 7. Students will translate directions into action or a product.
8. Students will translate from verbal to verbal or to kinesics (role play, body language).
9. Students will translate from one level of abstraction to another.
10. Students will identify main idea or theme.
11. Students will discover relationship between ideas (sequence, comparison, contrast).

Goal IV. Meet the reading demands for functioning in society.

Goal V. Select reading as a personal activity.

A. **Personal reading**

+• 1. Students will spend time reading independently.

Grade 2

Goal I. Utilize a variety of reading materials.

A. Variety of materials

+• 1. Students will select materials at their instructional reading level from a collection of print and/or nonprint materials.
+• 2. Students will state orally their purposes for reading selected materials.
+ 3. Students will locate information in pictures, filmstrips, narratives, paragraph, chapter.
+ 4. Students will use parts of books as a guide to content.
5. Students will locate information in a dictionary.

Goal II. Use a word recognition system.

A. Picture

+• 1. Students will use picture clues, if available, to pronounce unknown words found in the content.

B. Context

+• 1. Students will use context clues, if possible, to pronounce unknown words found in the content.
2. Students will use punctuation clues to phrase and sentence meaning.

C. Structure

+ 1. Students will recode one-syllable words with/consonant-vowel-consonant/phoneme pattern.
+ 2. Students will decode compound words.
3. Students will decode words with inflectional and derivational affixes (-s, -ed, -ful, -less).
4. Students will use word-order clues.
5. Students will use structure words as clues to sentence meaning.

D. Phonics

+• 1. Students will use beginning and ending consonant clues to help pronounce unknown words.

E. Authority

+• 1. Students will use a picture dictionary to help pronounce unknown words and/or get their meaning.

Goal III. Comprehend various reading materials.

A. **Comprehension**

+• 1. Students will answer literal, critical, and creative questions about a fiction passage with a readability level of two.
+ 2. Students will recognize familiar words in environment.
+ 3. Students will recognize frequently used words at sight.
4. Students will use context to determine intonation.
5. Students will use punctuation marks as signals of intonation contours.
6. Students will use correctly and identify meanings of words.
7. Students will use inflectional and derivational contrasts.
8. Students will supply synonyms and antonyms of given words.
9. Students will use vocabulary of specific subject matter fields.
+10. Students will translate from verbal to pictorial or to diagrammatic and vice versa (picture, map, chart).
+11. Students will translate directions into actions or a product.
12. Students will translate from verbal to verbal or to kinesics (role play, pantomime).
13. Students will translate from one level of abstraction to another (concrete to abstract).
14. Students will identify main idea, theme, or issue.
15. Students will discover relationships between ideas.
+16. Students will predict outcome of a narrative.
+17. Students will predict consequences of courses of action or events.
18. Students will predict actions or reactions of a character in various situations.
19. Students will identify and/or restate problem to determine skills or generalizations necessary to solution.
20. Students will select skills or generalizations applicable to problem.
21. Students will select skills or generalizations to solve a problem.
22. Students will combine ideas of others with own ideas.
23. Students will articulate and use subjective opinions, purposes, values.

Goal IV. Meet the reading demands of functioning in society.

A. **Functional reading**

+ 1. Students will decode abbreviations of common titles.
2. Students will decode abbreviations of days, months, parts of addresses, measurement terms.

Goal V. Select reading as a personal activity.

A. **Personal reading**

+• 1. Students will spend time reading independently.

Grade 3

Goal I. Utilize a variety of reading materials.

A. **Variety of materials**

+ 1. Students will locate information in pictures, filmstrips, narrative, paragraph, chapter.
2. Students will locate information in newspaper.
+ 3. Students will use parts of books as guides to content.
+ 4. Students will locate information in a dictionary.
+ 5. Students will locate information in a glossary.
6. Students will locate information in a TV guide or timetable.

Goal II. Use a word recognition system.

A. **Picture**

B. **Context**

+ 1. Students will use punctuation.
+ 2. Students will recode frequently used words which do not conform to sound-spelling patterns.
+ 3. Students will use context (semantic clues) to anticipate and verify recoding of printed words into spoken words.
4. Students will use context (semantic clues) to decode homographs (differences in meaning but not in spelling — bat, wind).
5. Students will use context (semantic clues) to decode homophones (here, hear).

C. **Structure**

+* 1. Students will use inflectional ending clues to pronounce unknown words (-s, -ed, -ful, -less, etc.).
2. Students will use words with derivational affixes (-ment, -age, -less, etc.).
+ 3. Students will use contractions.

D. **Phonics**

+* 1. Students will use initial blend clues to help pronounce unknown words.
+ 2. Students will recode one-syllable words with/consonant-vowel-consonant/phoneme pattern.
+ 3. Students will recode one-syllable words with consonant clusters.
+ 4. Students will recode two-syllable words ending in *y*.
5. Students will recode words with *v* letter followed by *r*.
6. Students will recode words with *c* or *g* followed by *e*, *i*, or *y*.
7. Students will recode words with letters which represent no sound.

E. **Authority**

+* 1. Students will use a primary level dictionary to help pronounce and/or define unknown words and/or get their meaning.

Goal III. Comprehend various reading materials.

A. **Comprehension**

+* 1. Students will answer literal, critical, and creative questions about a fiction passage with a readability level of three.
+ 2. Students will recognize familiar words in the environment.
+ 3. Students will recognize frequently used words at sight.
+ 4. Students will use correctly and identify meanings of words.
+ 5. Students will supply synonyms and antonyms of given words.
+ 6. Students will use vocabulary of specific subject matter fields.
+ 7. Students will translate from verbal to pictorial or diagrammatic or vice versa.
+ 8. Students will translate directions into action or a product.
+ 9. Students will translate from verbal to verbal or to kinesics (body language).
10. Students will translate from one level of abstraction to another.
11. Students will identify main idea, theme, or issue.
12. Students will discover relationships between ideas.
+13. Students will predict the outcome of a narrative.
+14. Students will predict consequences of courses of action or events.
+15. Students will predict actions or reactions of a character in various situations.
16. Students will identify and/or restate problems to determine skills or generalizations necessary to solution.
17. Students will select skills or generalizations applicable to problem.
18. Students will use appropriate skills or generalizations to solve a problem.
19. Students will use appropriate skills or generalizations to determine a course of action.
+20. Students will combine ideas of others with own ideas.
21. Students will articulate and use subjective opinions, purposes, values, to make judgments.

Goal IV. Meet the reading demands for functioning in society.

A. **Following directions**

+* 1. Students will read to interpret basic directional-type vocabulary from road signs needed for walking.
+* 2. Students will read to interpret basic directional-type vocabulary from signs located in and on buildings.
+* 3. Students will read to interpret basic directional-type vocabulary from textbook instructions.
+ 4. Students will use pedestrian and road signs.
+ 5. Students will use building signs.
6. Students will use directional vocabulary in textbooks.

B. **Locating references**

C. **Gaining information**

+* 1. Students will read to elicit necessary information for the home from a calendar.
+ 2. Students will decode abbreviations of common titles.
+ 3. Students will decode abbreviations of days, months, parts of addresses, measurement terms.

+ 4. Students will locate information in pictures, filmstrips, narratives, paragraphs, chapters.
5. Students will locate information in newspaper.
+ 6. Students will use parts of a book as guides to content.
7. Students will locate information in a dictionary.
8. Students will locate information in a glossary.
9. Students will locate information in a TV guide or timetable.
+10. Students will use calendars.

D. **Understanding forms**

+* 1. Students will read to report personal information on school forms.

Goal V. Select reading as a personal activity.

A. **Personal reading**

+* 1. Students will spend time reading independently.

Grade 4

Goal I. Utilize a variety of reading material.

A. **Variety of materials**

+* 1. Students will write purposes for reading, using the title, picture, or story elements.

Goal II. Use a word recognition system.

A. **Picture**

B. **Context**

+ 1. Students will use context to anticipate and verify recoding of printed words into spoken words.
+ 2. Students will use context to hypothesize meaning of word not in oral vocabulary.
+ 3. Students will use context to decode homographs.
+ 4. Students will use context to decode homophones.
+ 5. Students will use punctuation.
6. Students will use variations in type size, face, and placement.
+ 7. Students will use punctuation marks as signals of intonation contours.
+ 8. Students will use words correctly and identify their meanings.
+ 9. Students will supply synonyms and antonyms of given words.
+10. Students will use vocabulary of specific subject matter fields.

C. **Structure**

+* 1. Students will use general affixes and root word clues to pronounce unknown words.

D. **Phonics**

+* 1. Students will use vowel clues to help pronounce unknown words.
+ 2. Students will use knowledge of one-syllable word patterns to recode words of more than one syllable.
+ 3. Students will recode one-syllable words with consonant-vowel-consonant/phoneme pattern.
+ 4. Students will recode one-syllable words with consonant clusters.
+ 5. Students will recode words with letters which represent no sounds.

E. **Authority**

Goal III. Comprehend various reading materials.

A. **Comprehension**

+* 1. Students will ask and answer literal, critical, and creative questions about a fiction passage and content passage, especially science or social studies, with readability level of four.
+ 2. Students will use word order clues.
3. Students will use inflectional and derivational contrasts.
4. Students will use structure words as clues to sentence meaning.

+ 5. Students will use punctuation marks as signals of intonation contours.
+ 6. Students will translate from verbal to pictorial or diagrammatic and vice versa.
+ 7. Students will translate directions into action or a product.
+ 8. Students will translate from verbal to verbal or to kinesics (body language).
9. Students will translate from one level of abstraction to another.
+10. Students will identify main idea, theme, or issue.
+11. Students will discover relationships between ideas.
12. Students will predict outcome of a narrative.
+13. Students will predict consequences of courses of action or events.
+14. Students will predict actions or reactions of a character in various situations.
+15. Students will identify and/or restate problem to determine skills or generalizations necessary to solution.
16. Students will select skills or generalizations applicable to a problem.
17. Students will use appropriate skills or generalizations to solve a problem.
18. Students will use appropriate skills or generalizations to determine a course of action.
+19. Students will combine ideas of others with own ideas.
+20. Students will use established standards as criteria for making judgments.

Goal IV. Meet the reading demands for functioning in society.

A. **Following directions**

+* 1. Students will read to follow directions written in sequential order to know what to do in case of an emergency.
+* 2. Students will read to follow directions written in sequential order to play a game.
+* 3. Students will read to interpret cautions and warnings in the environment to know how to protect themselves from injury or inconvenience and to care for children and possessions.
+* 4. Students will read to interpret labels on packages and containers to know how to protect themselves from injury or inconvenience and to care for children and possessions.

B. **Locating references**

+* 1. Students will read to locate references within a phone book for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, bibliography, and headings or subheadings.
+* 2. Students will read to locate references within a TV guide for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, bibliography, and headings or subheadings.
+ 3. Students will locate information in pictures, filmstrips, narratives, paragraphs, chapters.
4. Students will locate information in newspaper.
+ 5. Students will use parts of book as guides to content.
+ 6. Students will locate information in dictionary.
+ 7. Students will locate information in glossary.
8. Students will locate information in atlas.
9. Students will locate information in almanac.
10. Students will locate information in a catalog or advertisement.
11. Students will use media center guides.

C. Gaining information

+* 1. Students will read to identify words from a list of prescribed vocabulary words considered essential for gaining information for school, work, and living in society.
+ 2. Students will decode abbreviations of common titles.
+ 3. Students will decode abbreviations of days, months, parts of addresses, measurement terms.

Goal V. Select reading as a personal activity.

A. Personal reading

+* 1. Students will spend time reading independently.

Grade 5

Goal I. Utilize a variety of reading materials.

A. **Variety of materials**

+* 1. Students will select materials at their instructional reading level on an assigned topic from a collection of print and/or nonprint materials.
+* 2. Students will locate information using files, indices, atlases, almanacs, and magazines.

Goal II. Use a word recognition system.

A. **Pictures**

B. **Context**

1. Students will anticipate and verify recoding of printed words into spoken words.
+ 2. Students will hypothesize meaning of words not in oral vocabulary.
+ 3. Students will decode homographs.
+ 4. Students will decode homophones.
+ 5. Students will use punctuation.

C. **Structure**

+* 1. Students will use syllabication clues to pronounce unknown words.
+ 2. Students will combine pronounced syllables and adjust pronounciation to produce a word with sounds and stress heard in normal speech.

D. **Phonics**

+* 1. Students will decode words in which adjacent *v* letters represent two vowel sounds in separate syllables.

E. **Authority**

Goal III. Comprehend various reading materials.

A. **Comprehension**

+* 1. Students will ask and answer literal, critical, and creative questions about a fiction passage and a content passage, especially science or social studies, with a readability level of five.
+ 2. Students will use word order clues.
3. Students will use inflectional and derivational contrasts.
+ 4. Students will use structure words as clues to sentence meaning.
+ 5. Students will recognize familiar words in environment.
+ 6. Students will recognize frequently used words at sight.
+ 7. Students will supply synonyms and antonyms of given words.
+ 8. Students will use vocabulary of specific subject matter fields.
+ 9. Students will translate from verbal to pictorial or diagrammatic and vice-versa.
+10. Students will translate direction into action or a product.

+11. Students will translate from verbal to verbal or to kinesics (body language).
12. Students will translate from one level of abstraction to another.
+13. Students will identify ideas.
+14. Students will discover relationships between ideas.
+15. Students will predict outcome of a narrative.
+16. Students will predict consequences of courses of actions or events.
+17. Students will predict actions or reactions of a character in various situations.
18. Students will identify and/or restate problem to determine skills or generalizations applicable to problem.
+19. Students will select skills or generalizations applicable to problem.
+20. Students will use appropriate skills or generalizations to solve a problem.
21. Students will use appropriate skills or generalizations to determine a course of action.
+22. Students will combine ideas of others with own ideas.
+23. Students will articulate and use subjective opinions, purposes, values to make judgments.
+24. Students will use established standards as criteria for making judgments.

Goal IV. Meet the reading demands for functioning in society.

A. Following directions

+• 1. Students will read to follow directions written in sequential order to complete a school or job assignment.
+• 2. Students will read to follow directions written in sequential order to prepare food from a recipe.

B. Locating references

+• 1. Students will read to locate references within a textbook for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, bibliography, and headings or subheadings.
+• 2. Students will read to locate references within a magazine for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, bibliography, and headings or subheadings.
+• 3. Students will read to locate references within a multivolume resource (encyclopedia) for use in school, on a job, or at home by utilizing headings, indices, and cross references.
+ 4. Students will use parts of a book as a guide to content.
+ 5. Students will use media center guides.

C. Gaining information

+• 1. Students will read to elicit necessary information for school from textbook assignments.
+ 2. Students will decode abbreviations of common titles.
+ 3. Students will decode abbreviations of days, months, parts of addresses, measurement terms.
+ 4. Students will locate information in pictures, filmstrips, narrative, paragraph, chapter.
+ 5. Students will locate information in a newspaper.
+ 6. Students will locate information in a dictionary.

+ 7. Students will locate information in an encyclopedia.
+ 8. Students will locate information in a glossary.
+ 9. Students will locate information in a telephone directory.
+10. Students will locate information in a TV guide or timetable.
+11. Students will locate information in an atlas.
+12. Students will locate information in an almanac.
+13. Students will locate information in a catalog or advertisement.

Goal V. Select reading as a personal activity.

A. **Personal reading**

+* 1. Students will spend time reading independently.

Grade 6

Goal I. Utilize a variety of reading materials.

A. **Variety of materials**

+• 1. Students will ask and answer questions posed from maps, globes, filmstrips, films, transparencies, pictures, and newspapers.

Goal II. Use a word recognition system.

A. **Picture**

+• 1. Students will use graphs, illustrations, charts, or tables to pronounce unknown words found in the content.
+ 2. Students will use context clues found in graphs, illustrations, charts, or tables.

B. **Context**

1. Students will anticipate and verify recoding of printed words into spoken words.
+ 2. Students will hypothesize meaning of word not in oral vocabulary.
+ 3. Students will use punctuation.

C. **Structure**

D. **Phonics**

E. **Authority**

+• 1. Students will ask and answer questions posed from maps, globes, filmstrips, films, transparencies, pictures, and newspapers.
+ 2. Students will use glossary and/or intermediate level dictionary to pronounce unknown words and/or get their meaning.

Goal III. Comprehend various reading materials.

A. **Comprehension**

+• 1. Students will ask and answer literal, critical, and creative questions about a fiction passage and a content passage, especially science or social studies, with a readability level of six.
+ 2. Students will use word order clues.
3. Students will use inflectional and derivational contrasts.
+ 4. Students will use structure words as clues to sentence meaning.
+ 5. Students will recognize familiar words in environment.
+ 6. Students will recognize frequently used words at sight.
+ 7. Students will supply synonyms and antonyms of given words.
+ 8. Students will use vocabulary of specific subject matter fields.
9. Students will distinguish denotative and connotative meanings.
10. Students will identify Greek and Latin roots as clues to meaning.
+11. Students will identify main idea, theme, or issue.
+12. Students will discover relationships between ideas.

+13. Students will predict outcome of a narrative.
+14. Students will predict consequences of courses of action or events.
+15. Students will predict action or reaction of a character in various situations.
16. Students will identify and/or restate problem to determine skills or generalizations necessary to solution.
17. Students will select skills or generalizations applicable to problem.
18. Students will use appropriate skills or generalizations to solve a problem.
+19. Students will use appropriate skills or generalizations to determine a course of action.
+20. Students will analyze narratives or works of literature.
21. Students will describe techniques used to influence thought/behavior (ex: propaganda techniques).
+22. Students will combine ideas of others with own ideas.
+23. Students will articulate and use subjective opinions, purposes, values to make judgments.
+24. Students will use established standards as criteria for making judgments.

Goal IV. Meet the reading demands for functioning in society.

A. **Following directions**

+* 1. Students will read to follow directions written in sequential order to assemble an item from a "do it yourself" kit.
+* 2. Students will read to follow directions written in sequential order to provide care for children.
+* 3. Students will read to follow directions written in sequential order to administer first aid.
+* 4. Students will read maps to find a location in the county.

B. **Locating references**

+* 1. Students will read to locate references within a dictionary for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, bibliography, and headings or subheadings.
+* 2. Students will read to locate reference within a newspaper for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, bibliography, and headings or subheadings.
+* 3. Students will read to locate references within an almanac for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, bibliography, and headings or subheadings.
+* 4. Students will read to locate references within a catalog for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, bibliography, and headings or subheadings.
+* 5. Students will read to locate references within a multi-resource center for use in school, on a job, or at home by utilizing the card catalog in the library.
+ 6. Students will locate information in pictures, filmstrips, narratives, paragraphs, chapters.
+ 7. Students will locate information in newspaper.

C. **Gaining information**

+• 1. Students will read to elicit necessary information for societal purposes from newspaper materials.
+• 2. Students will read to elicit necessary information for societal purposes from newspaper ads.
+ 3. Students will decode abbreviations of days, months, parts of addresses, measurement terms.

D. **Understanding Forms**

+• 1. Students will read to report personal information on application forms.
+• 2. Students will read to translate financial agreements, such as sales slips.

Goal V. Select reading as a personal activity.

A. **Personal reading**

+• 1. Students will spend time reading independently.

Grade 7

Goal I. Utilize a variety of reading materials.

Goal II. Use a word recognition system.

A. **Picture**

B. **Context**

C. **Structure**

D. **Phonics**

E. **Authority**

Goal III. Comprehend various reading materials.

A. **Comprehension**

+• 1. Students will ask and answer literal, critical, and creative questions about a fiction passage and a content passage, especially science or social studies, with a readability level of seven.
+ 2. Students will supply synonyms and antonyms of given words.
+ 3. Students will use vocabulary of specific subject matter fields.
4. Students will distinguish denotative and connotative meanings.
+ 5. Students will identify Greek and Latin roots as clues to meanings.
+ 6. Students will formulate definitions in terms of class and/or characteristics.
7. Students will translate from verbal to pictorial or diagrammatic and vice versa.
+ 8. Students will translate directions into action or product.
9. Students will translate from verbal to verbal or to kinesics (body language).
10. Students will translate from one level of abstraction to another.
+11. Students will identify main idea, theme, or issue.
+12. Students will discover relationships between ideas.
+13. Students will predict outcome of a narrative.
14. Students will predict consequences of courses of actions and events.
+15. Students will predict actions or reactions of a character in various situations.
16. Students will identify and/or restate a problem to determine skills or generalizations necessary to a solution.
17. Students will select skills or generalizations applicable to a problem.
18. Students will use appropriate skills or generalizations to solve a problem.
19. Students will use appropriate skills or generalizations to explain a new phenomenon.
+20. Students will use appropriate skills or generalizations to determine a course of action.
21. Students will use appropriate skills or generalizations to justify a decision.
22. Students will state the reasoning for applying a particular skill or generalization.
23. Students will analyze narratives or works of literature.
+24. Students will describe techniques used to influence thought/behavior (e.g., propaganda techniques).
+25. Students will trace development of main and supporting ideas.
26. Students will analyze logic of method of reaching conclusions or generalizations.
27. Students will combine ideas of others with own ideas.

28. Students will formulate appropriate hypothesis from analysis of a problem.
29. Students will propose ways of testing hypothesis.
30. Students will integrate results of an investigation into solution of a problem.
31. Students will articulate and use subjective opinions, purposes, and values to make judgments.
32. Students will use established standards as criteria for making judgments.
33. Students will use standards of appropriateness/effectiveness for judging literature.
34. Students will evaluate effectiveness of communications used to influence opinion.
35. Students will independently establish and use objective criteria for evaluating ideas.

Goal IV. Meet the reading demands for functioning in society.

A. **Following directions**

B. **Locating references**

+ 1. Students will use parts of book as guides to content.
+ 2. Students will use media center guides.

C. **Gaining information**

+ 1. Students will locate information in pictures, filmstrips, narratives, paragraphs, chapters.
+ 2. Students will locate information in a newspaper.
+ 3. Students will locate information in a dictionary.
+ 4. Students will locate information in an encyclopedia.
+ 5. Students will locate and use information in functional reading.
+ 6. Students will locate information in a glossary.
7. Students will locate information in a thesaurus.
+ 8. Students will locate information in a telephone directory.
+ 9. Students will locate information in a TV guide or timetable.
+10. Students will locate information in an atlas.
+11. Students will locate information in an almanac.
+12. Students will locate information in a magazine, pamphlet, or brochure.
+13. Students will locate information in a catalog or advertisement.
+14. Students will locate information in a concert or theatre program.

Goal V. Select reading as a personal activity.

A. **Personal reading**

+* 1. Students will spend time reading independently.

Grade 8

Goal I. Utilize a variety of reading materials.

Goal II. Use a word recognition system.

+A. **Picture**

+B. **Context**

+C. **Structure**

+D. **Phonics**

+E. **Authority**

Goal III. Comprehend various reading materials.

A. **Comprehension**

+* 1. Students will ask and answer literal, critical, and creative questions about a fiction passage and a content passage, especially science or social studies, with a readability level of eight.
+ 2. Students will supply synonyms and antonyms for given words.
+ 3. Students will use vocabulary of specific subject matter fields.
+ 4. Students will distinguish denotative and connotative meanings.
5. Students will identify Greek and Latin roots as clues to meaning.
6. Students will formulate definitions in terms of class and/or characteristics.
7. Students will formulate operational definitions.
8. Students will translate from verbal to pictorial or to diagrammatic and vice versa.
+ 9. Students will translate directions into action or a product.
10. Students will translate from verbal to verbal or to kinesics (body language).
11. Students will translate from one level of abstraction to another.
+12. Students will identify main ideas, theme, or issue.
13. Students will discover relationships between ideas.
+14. Students will predict outcome of a narrative.
+15. Students will predict consequences of courses of action or events.
+16. Students will predict actions or reactions of a character in various situations.
17. Students will predict extension or expansion of trends, tendencies . . . (verbal or diagrammatic).
18. Students will fill in (interpolate) data omitted.
19. Students will identify/or restate problem to determine skills or generalizations necessary to solution.
20. Students will select skills or generalizations applicable to problem.
+21. Students will use appropriate skills or generalizations to solve a problem.
22. Students will use appropriate skills or generalizations to explain new phonemena.
23. Students will use appropriate skills or generalizations to determine a course of action.
24. Students will use appropriate skills or generalizations to justify decision.
25. Students will state the reasoning for applying particular skill/generalization.
26. Students will analyze narratives or works of literature.

+27. Students will describe techniques used to influence thought/behavior (e.g., propaganda techniques).
+28. Students will trace development of main and supporting ideas.
29. Students will analyze logic of method of reaching conclusions or generalizations.
30. Students will combine ideas of others with own ideas.
31. Students will formulate appropriate hypothesis from analysis of a problem.
32. Students will propose ways of testing hypothesis.
33. Students will integrate results of an investigation into solution of a problem.
34. Students will articulate and use subjective opinions, purposes, values to make judgments.
35. Students will use established standards as criteria for making judgments.
36. Students will use standard of appropriateness/effectiveness for judging literature.
37. Students will evaluate effectiveness of communications used to influence opinion.
38. Students will independently establish objective criteria for evaluating ideas and use them.

Goal IV. Meet the reading demands for functioning in society.

A. **Following directions**

+* 1. Students will read to find a location in a building, on a street, or in the local community by using maps and transportation schedules.

B. **Locating references**

+ 1. Students will use parts of book as guide to content.
+ 2. Students will use media center guides.

C. **Gaining information**

+* 1. Students will read to elicit necessary information for societal purposes from public announcements.
+* 2. Students will read to elicit necessary information for the home from bills.
+ 3. Students will locate information in pictures, filmstrip, narratives, paragraphs, chapters.
+ 4. Students will locate information in newspaper.
+ 5. Students will locate information in a dictionary.
+ 6. Students will locate information in an encyclopedia.
+ 7. Students will locate information in a glossary.
8. Students will locate information in a thesaurus.
+ 9. Students will locate information in a telephone directory.
+10. Students will locate information in an atlas.
+11. Students will locate information in an almanac.
+12. Students will locate information in a magazine, pamphlet, or brochure.
+13. Students will locate information in a concert or theatre program.

D. **Understanding forms**

+* 1. Students will read to translate financial agreements on mail order purchase forms.
+* 2. Students will read to translate financial agreements on subscriptions.

Goal V. Select reading as a personal activity.

A. **Personal reading**

+• 1. Students will spend time reading independently.

MCPS INSTRUCTIONAL GUIDES AND RELATED MATERIALS

Instructional Guides

Teaching Reading Skills, Volume I, Bulletin No. 246.

Teaching Reading Skills, Comprehension — Critical Reading/Thinking, K-12, Volume II, Bulletin No. 246.

Teaching Reading Skills, Prereading, Volume III, Bulletin No. 246.

Related Materials

A Reading Program Guide for the Montgomery County Public Schools, K-12, 1979.

Functional Reading Objectives Keyed to Reading Instructional Guides and Activities, Grades 5 and 6, A Resource Guide for Teachers, 1977.

Functional Reading, Volume I (MSDE) 1975.
Functional Reading, Volume II (MSDE) 1975.